

## HOOK

Kindness Day

## MID HOOK

Camp Half Blood Activities – Greek Dress Up day  
Magistrate Visit (Democracy)

## OUTCOME

Y6 led “Choose Kind” assembly to school  
Y6 Greek Taverna to parents

## LITERACY

**Quality Text** – Wonder by R.J. Palacio

**Recount** - Character Diary

**Persuasive Letter Writing** – In role as a main character

**Narrative** – additional scene

**Quality Text** – Percy Jackson and the Lightning Thief by Rick Riordan

**Non chronological reports** –Mythical beasts

**Narrative** – Myth extract (Chase scene)

**Argument & debate** –Formal and informal writing

## GEOGRAPHY

**Locational Knowledge & Geographical skills**

Ancient Greek & modern day maps

**Human & Physical**

1st/3rd world

Settlement patterns

Change over time

Population growth

Climate zones

## ART & DESIGN

Sketching - Greek pots

## DT

**3D mechanisms** – frames & cams (moving museum) reflecting an element of our society which has been influenced by the Ancient Greeks or a Greek Myth.

# WONDER

## RATIONALE

Have you ever wondered who the ancient Greeks were and how they have influenced our life today? In this topic we will be studying different aspects of Ancient Greek life using a range of resources and artefacts.

To encourage empathy with others we will be reading the thought provoking book Wonder by R J Palacio and learn about the values of courage resilience and respect. We will inspire everyone in our school to choose kind. We will make comparisons with between the book Wonder and Percy Jackson by Rick Riordan.

## HISTORY

**Ancient Greece** – a study of Greek life and achievements and their influence on the western world

**A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066.**

The **legacy** of Greek culture (art, architecture, democracy, Olympics or literature) on later periods in British history, including the present day.

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this.

## OUTDOOR LEARNING/PERFORMANCE

Kindness Assembly to the rest of the school  
Camp Half Blood Topic Hook  
The Olympics  
Performance on amphitheatre.

## Year 6: Autumn 1 and 2

## COMPUTING

E-Safety

Scratch Animation

## TOPIC MATHS

Measures – mass and capacity.

## SCIENCE

**Longitudinal study** – living things & their habitats.

**Working Scientifically**

Recognise conclusions may be uncertain due to difficulties controlling and measuring variables accurately and that measurement always introduces some error.

Understand why repeat experiments helps identify the true value & data points far from the mean are likely to be inaccurate and should be discounted when averaging.

Begin to adapt experiments to produce more precise conclusions e.g. when seeking to find max, minimum value.

**Electricity**

Recognise and use symbols when representing a simple circuit in a diagram.  
Understand about current and resistance.

**MUSIC**- Singing and Jazz

**PSHE** – Taking Responsibility/Justice and democracy

**RE**- Umma (Community)

**PE & GAMES**

Gymnastics/Orienteering

Dance/Hockey